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ABSTRACT

Every semester about 3,800 Santa Barbara City College (SBCC) (California) students indicate a desire to transfer to the University of California at Santa Barbara (UCSB). However, for the academic years 1998-2000, less than 450 SBCC students successfully transferred to UCSB. This study examines three consecutive SBCC cohorts' traits and performance after transferring to UCSB. Findings indicated that transfers consisted of slightly more women than men (53% to 55%), white students over minorities (76% to 78%), students 25 or younger (83% to 86%), and students who were not economically disadvantaged (less than 8% participated in Extended Opportunity Programs and Services [EOPS] programs for low-income students). Additionally: (1) less than one-third had graduated from local feeder high schools; (2) the average cumulative GPA was 3.1; (3) at least 70% had a goal of transferring while attending SBCC; (4) after transferring, about 70% pursued majors in areas related to social sciences and humanities; (5) the UCSB major matched the SBCC major for about 40% of the transfers; (6) 6-10% transfer students withdrew during the first quarter; (7) the average cumulative GPA after the first UCSB year was 2.9; and (8) between 23% and 26% had cumulative GPAs lower than 2.5. Regression analyses found that SBCC GPA was the strongest predictor of UCSB first-quarter GPA. Includes 20 tables and 4 appendices of data analysis and findings. (KP)

SBCC Transfers to UCSB: Profiles and Performance after Transfer
A Study of Three Cohorts

Institutional Assessment, Research and Planning

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Executive Summary

Every semester, about 3,800 or more SBCC credit students – new, returning and continuing - indicate that they would like to transfer to UCSB. However, every Fall for the last three years less than 450 former SBCC students were actually accepted and enrolled at UCSB.

Assessing the effectiveness of a college in meeting its transfer mission has traditionally emphasized the overall absolute number of transfers every year and the transfer rates, as defined and required by the Student Right-to-Know Act. However, transfer is a multifaceted process. Understanding the characteristics of the students who are successful in achieving their transfer goal and performing well after transfer is essential to targeting and refining the student success strategies that the college has initiated. This is the first study conducted at SBCC based on actual unitary information that matched data from the individual UCSB student record with information from the SBCC student system. We would like to acknowledge and thank the UCSB Registrar's Office for its cooperation in providing the files needed for this study. It is out intention to continue this collaboration with UCSB.

It is important to stress that the unitary information was needed to conduct the match against the SBCC data system. No information has been used to track individual performance and all information was kept confidential. In accordance with FERPA, the information provided has been used for educational research purposes ONLY.

The primary purposes of this study are: a) to explore, compare and contrast the demographic and academic traits and performance after transfer of three consecutive cohorts of former SBCC students who transferred to UCSB and b) to attempt to identify some of the elements that facilitate student success after transfer in order to inform the instructional and support services of the college as they attempt to refine and improve their student success methods and strategies.

The findings of this study reinforce some known facts about transfer students while providing an accurate picture of some of the demographic and academic traits of former SBCC students who transferred to UCSB in Fall 1998, Fall 1999 and Fall 2000, respectively. The three cohorts consisted of 413, 416 and 438 students, respectively. Slightly more women transferred – 53% to 55%. The majority of students were White and 25 or younger. Less than 8% of the students participated in EOPS for at least one semester while at SBCC. To the extent that participation in EOPS is an indication of economic disadvantage, then it can be said that the overwhelming majority of the transfer students do not fall into this category. Less than a third of the UCSB transfers who were former SBCC students graduated from a local feeder high school. Most importantly, at least 70% of the students had a goal of transfer while at SBCC and they achieved their goal. For those who indicated a goal other than transfer, obviously, the outcome is positive but this is a clear indication that a certain number of students in every cohort will change their goals. Overall, the Fall 2000 cohort stands out: a higher percentage had a goal of transfer while at SBCC; the cohort left SBCC with higher GPAs; a higher percentage were from local feeder high schools; and a higher percentage had received a degree or certificate while at SBCC.

The section on student academic preferences and performance after transfer highlighted several important trends. After transfer, about 70% of the students pursue majors in "soft" areas related to social sciences and humanities. The UCSB major matches the SBCC major in about 40% of cases for each cohort, with the highest match occurring for the Fall 2000 cohort – 44%. After a 10% withdrawal rate during the first quarter for the Fall 1998 and 1999 cohorts, the rate dropped to 6% for the Fall 2000 cohort. The three cohorts are very similar in terms of average GPA at the end of the first quarter and cumulative GPA as of Spring 2001. Generally, students perform satisfactorily or well. However, between 23%-26% of the students in each cohort have a cumulative GPA lower than 2.50. Thus, about 1 in 4 students encounters difficulties in terms of academic performance after transfer to UCSB.

Regression analyses conducted to try to predict the UCSB first quarter GPA reinforced the fact that the SBCC cumulative GPA is the strongest predictor. Measures of association between pairs of variables highlighted some important aspects. As expected, the older the students, the higher the number of units completed at SBCC. Male students who transferred are slightly younger than the female students. The older the students, the higher the probability of a match between the SBCC and UCSB majors and the probability that the students had a transfer goal while at SBCC. Also, the older the students the more likely they were to have received a degree at SBCC before transfer and the higher the probability that they participated in EOPS while at SBCC. The students from local feeder high schools are less likely to be White.

As expected, there is a fairly strong positive association between the SBCC cumulative GPA and the UCSB first quarter GPA. White students are less likely to have participated in EOPS while at SBCC. They also have completed fewer units at SBCC than minority students. This finding is consistent with the correlation between economic status and ethnic group, with White students being less likely to have been economically disadvantaged and thus having a higher likelihood to afford the transfer to UCSB sooner. There is a positive correlation between having a goal of transfer while at SBCC and a match between the majors at UCSB and SBCC.

The direct implications that could be derived from this study relate to many of the instructional and support services of the college. The findings indicate that our former students who transfer left SBCC with fairly high GPAs. However, those who left with lower GPAs encountered academic difficulties at UCSB. Achieving student academic success while at SBCC is the most important predictor and assurance for the students in terms of their performance after transfer. Although for about 30% of the students the goal was not reliable in terms of actual academic outcomes, for the overwhelming majority it was and it indicated that these students achieved their goal of transfer. In this context, the work of all student services but especially of the Counseling and Transfer Centers is essential in helping students define their goals and academic path, which will increase their chances of success.

Introduction

Transfer is one of the mission components for community colleges. Assessing the effectiveness of a college in meeting its transfer mission has traditionally emphasized the overall absolute number of transfers every year and the transfer rates, as defined and required by the Student Right-to-Know Act. However, transfer is a multifaceted process and its success depends on a combination of factors including academic performance while in the community college (i.e., maintaining a certain minimum GPA), following a correct curricular path, setting a transfer goal, to name just a few. Most two-year institutions are hampered in their ability to follow the academic tracks of their former students who transfer due to lack of access to individual or even aggregated data. Understanding the characteristics of the students who are successful in achieving their transfer goal and performing well after transfer is essential to targeting and refining the student success strategies that the college has initiated. This is the first study conducted at SBCC based on actual unitary information that matched information from the individual UCSB student record with information from the SBCC student system. We would like to acknowledge and thank the UCSB Registrar's Office for its cooperation in providing the files needed for this study. It is out intention to continue this collaboration with UCSB.

The purposes of this study are:

a) To establish a methodology for analyzing and presenting to the college community the demographic and academic characteristics of our former students who transfer to UCSB. Since this is the first such study, we welcome suggestions about the format and content that would serve best the instructional and support services of the college as they attempt to refine and improve their methods and strategies meant to increase transfer and facilitate success after transfer.

b) To explore, compare and contrast the demographic and academic traits and performance of three consecutive cohorts of former SBCC students who transferred to UCSB.

c) To attempt identifing some of the elements that facilitate student success after transfer.

d) To provide information that might facilitate the identification and enhancement of student success strategies.

Research Design and Data Sources

The study is an exploration of the demographic and academic traits and performance of three cohorts of SBCC students who subsequently transferred to UCSB. The cohorts are defined by the quarter when they started at UCSB (i.e., the Fall 1998 cohort started at UCSB in Fall 1998).

The data used in the study combines unitary information provided by the UCSB Registrar's Office with information from the SBCC student information system. Specifically, the two UCSB files contained the following data elements for each student (the data provided were based on the request and specifications from the SBCC Office of Institutional Assessment, Research and Planning):

By Quarter
- Student SSN
- Name
- Cohort (Quarter they were new)
- Quarter
- Registration Status
- Units Completed
- Quarter GPA

- Cumulative GPA (as of March 01)
- Major

By Course
- Student SSN
- Quarter
- Course ID
- Course title
- Course grade
- Course units

The two files were merged to create a composite picture for each student. In addition, the SSNs provided were matched against the information in the SBCC student system to add the following data for each student:

- Gender
- Ethnicity
- Educational Status at SBCC
- Educational Goal at SBCC
- Birthdate (allowing calculation of age when started UCSB)
- Last high school attended
- SBCC Major
- Degree/certificate received at SBCC before transfer
- Participation in EOPS while at SBCC
- SBCC Cumulative GPA
- SBCC Cumulative Units Attempted
- SBCC Cumulative Units Completed

Once the combined UCSB, SBCC information was created, the SSNs were removed and replaced by a random identifier needed to conduct the analysis. **It is important to stress that the unitary information (information provided for each student with the respective SSN rather than aggregated) was needed to conduct the match against the SBCC data system. No information has been used to track individual performance and all information was kept confidential. In accordance with FERPA, the information provided has been used for educational research purposes ONLY.**

Analysis

The analysis is organized in four sections. The first section – Student Profiles – provides descriptive information about the three cohorts regarding demographic characteristics and academic status at SBCC. The profiles help with understanding the makeup of the SBCC students who transfer to UCSB and determining whether the educational goal of transfer while at SBCC translates in actual transfer. This information corroborated with the analysis in the second section – Student Academic Preferences and Performance After Transfer – could facilitate the counseling of students who intend to transfer to UCSB and inform the work of the SBCC Transfer Assistance Program. The third and fourth sections – Correlations and Predictions – attempt to identify the elements that have the most influence on students' performance after transfer as measured by first quarter and cumulative UCSB GPA and withdrawal during the first quarter.

Student Profiles

The three cohorts contained 413, 416 and 438 students, respectively. Female students have a slight numerical advantage, in every cohort they representing at least 53% of all students transferred (see Table 1). In all three cohorts, White students represent the large majority of students transferred (over 76%), followed by Hispanics (between 8.7% and 10.6%, respectively) and Asian-Americans (see Table 2). Between 5% and 8% of the students who transferred participated in the SBCC EOPS program for at least one semester (see Table 3).

Table 1. Gender

	Female		Total
	N	%	
Fall 1998 cohort	220	53%	413
Fall 1999 cohort	228	55%	416
Fall 2000 cohort	230	53%	438

Table 2. Ethnicity

	Fall 1998 cohort		Fall 1999 cohort		Fall 2000 cohort	
Ethnicity	N	%	N	%	N	%
American Indian	4	1.0%	1	0.2%	3	0.7%
Asian-American	35	8.5%	32	7.7%	28	6.4%
Black	2	0.5%	4	1.0%	7	1.6%
Filipino	3	0.7%	1	0.2%	3	0.7%
Hispanic	36	8.7%	44	10.6%	46	10.5%
Other Non-White	18	4.4%	10	2.4%	14	3.2%
White (Non-Hispanic)	315	76.3%	324	77.9%	337	76.9%
Total	413		416		438	

Table 3. Participation in EOPS at SBCC

	In EOPS for at Least One Semester While at SBCC		Total
	N	%	
Fall 1998 cohort	21	5%	413
Fall 1999 cohort	32	8%	416
Fall 2000 cohort	21	5%	438

The three cohorts are fairly similar in terms of age distribution and, to a great extent, fit the traditional college age. At least 83% of the students transferred were 25 or younger. However, it is important to note that for each of the three cohorts transfer does occur among "older" students (see Table 5). The range of ages varied from 17 to 54 years old.

Table 5. Age When Started at UCSB

	Fall 1998 cohort	Fall 1999 cohort	Fall 2000 cohort
Minimum Age	17	17	17
Maximum Age	53	54	50
Average Age	23	23	23
Number			
20 years old or younger	107	128	107
21-25	248	217	270
26 years old or older	58	71	61
Percent			
20 years old or younger	26%	31%	24%
21-25	60%	52%	62%
26 years old or older	14%	17%	14%

Generally, about 60% of the students graduating from local feeder high schools (Santa Barbara Senior High, Dos Pueblos, San Marcos, Carpinteria, Bishop Garcia Diego) enroll at SBCC within two years from graduation. They represent a maximum of 28% of the UCSB transfer students (see Table 6).

Table 6. Last High School Attended

	Students who graduated from local feeder high schools*		Total
	N	%	
Fall 1998 cohort	114	28%	413
Fall 1999 cohort	106	25%	416
Fall 2000 cohort	118	27%	438

* Local high schools include Santa Barbara Senior High, Dos Pueblos, San Marcos, Carpinteria, Bishop Garcia Diego

As expected, the majority of the transfer students had declared an educational status of "received high school diploma" while at SBCC. This is consistent with the age distribution. The significant chance among the three cohorts in terms of distribution of educational status is the increase in the number and percent of high school students concurrently attending SBCC who sub sequently enrolled at UCSB. This group will probably continue to increase as the dual enrollment program expands.

Table 7. Educational Status at SBCC

	Fall 1998 cohort		Fall 1999 cohort		Fall 2000 cohort	
	N	%	N	%	N	%
AA/AS Degree	32	7.7%	23	5.5%	26	5.9%
BA/BS Deg. Or Higher	8	1.9%	1	0.2%	0	0.0%
Foreign HS Grad	22	5.3%	24	5.8%	18	4.1%
GED/Cert. Equiv	9	2.2%	6	1.4%	6	1.4%
H.S. Proficiency	2	0.5%	6	1.4%	9	2.1%
K-12 Attending SBCC	15	3.6%	28	6.7%	34	7.8%
Not Grad. Not In HS	5	1.2%	7	1.7%	4	0.9%
Received HS Diploma	320	77.5%	321	77.2%	341	77.9%
Total	413		416		438	

The information in Table 8 points to an aspect that is stressed frequently among faculty and staff and the literature on institutional effectiveness: student goal attainment. At least 70% of the students had a goal of transfer while at SBCC; 77% of the Fall 2000 cohort had such a goal. These students have achieved their goal. The data confirm findings from other studies that the goal is not entirely reliable as 30% of the students indicated a goal other than transfer but they pursued continuing their studies in a four-year institution.

Table 8. Educational Goal While at SBCC

	Goal of Transfer While at SBCC		Total
	N	%	
Fall 1998 cohort	295	71%	413
Fall 1999 cohort	290	70%	416
Fall 2000 cohort	338	77%	438

Interestingly, not as many students as expected received a degree or certificate while at SBCC. The Fall 2000 cohort had the highest percentage of students who obtained a degree/certificate from SBCC prior to transfer – 27%, while the Fall 1999 cohort the lowest – 21% (see Table 9).

Table 9. Degree/Certificate Attainment at SBCC

	Received a Degree/Certificate from SBCC before Transfer		Total
	N	%	
Fall 1998 cohort	104	25%	413
Fall 1999 cohort	88	21%	416
Fall 2000 cohort	117	27%	438

The three cohorts are similar in terms of distribution of their cumulative SBCC GPAs. At least 53% of the transfer students left SBCC with a GPA of 3.01 or higher and about 32% had a GPA between 2.51-3.00 (see Table 10). The Fall 2000 cohort had a higher percentage of students with a GPA of 3.01 or higher. The few zero GPAs were of high school students who concurrently attended SBCC and received only grades of "CR," which are not included in the GPA calculation. Overall, students are leaving SBCC with fairly high GPAs. The literature on transfer indicates in study after study that the cumulative high school and two-year college GPA prior to transfer are the strongest predictors of the GPA in the first term at the transfer institution and of the student persistence in the first term.

Table 10. SBCC Cumulative GPA (includes grades for all courses not only transferable ones)

	Fall 1998 cohort	Fall 1999 cohort	Fall 2000 cohort
Minimum SBCC Cumulative GPA	1.71	0.00	0.00
Maximum SBCC Cumulative GPA	4.00	4.00	4.00
Average SBCC Cumulative GPA	3.10	3.06	3.11
Number			
0.00 Cum SBCC GPA	0	4	3
2.00 or lower	7	12	12
2.01-2.50	32	40	24
2.51-3.00	148	137	138
3.01-3.50	136	142	153
3.51 or higher	90	81	108
Percent			
0.00 Cum SBCC GPA	0%	1%	1%
2.00 or lower	2%	3%	3%
2.01-2.50	8%	10%	5%
2.51-3.00	36%	33%	32%
3.01-3.50	33%	34%	35%
3.51 or higher	22%	19%	25%

The three cohorts are also fairly similar in terms of average units attempted and completed, with the Fall 2000 having slightly higher averages (see Table 11). These averages are representative of the number of credits that community colleges are generally known to provide as a springboard to transfer.

Table 11. Average SBCC Cumulative Units Attempted and Completed

	Average Units Attempted	Average Units Completed
Fall 1998 cohort	61.88	55.07
Fall 1999 cohort	62.43	54.76
Fall 2000 cohort	64.31	56.35

The Student Profiles section provided a picture of the UCSB transfer cohorts that is consistent, in many respects, with the traditional expectations regarding the traits of transfer students. Slightly more women transferred. The majority of students were White and 25 or younger. Less than 8% of the students participated in EOPS for at least one semester while at SBCC. To the extent that participation in EOPS is an indication of economic disadvantage, then it can be said that the overwhelming majority of the transfer students do not fall into this category. Less than a third of the UCSB transfers who were former SBCC students graduated from a local feeder high school. Most importantly, at least 70% of the students in these cohorts had a goal of transfer while at SBCC and they achieved their goal. For those who indicated a goal other than transfer, obviously, the outcome is positive but this is a clear indication that a certain number of students in every cohort will change their goals. Overall, the Fall 2000 cohort stands out: a higher percentage had a goal of transfer while at SBCC; the cohort left SBCC with higher GPAs; a higher percentage were from local feeder high schools; and a higher percentage had received a degree or certificate while at SBCC. Whether the Fall 2000 is the beginning of a trend remains to be seen as we hope to be able to continue this study with the cooperation of the UCSB Registrar's Office.

Student Academic Preferences and Performance after Transfer

One of the most important indications of community college instructional effectiveness as it relates to transfer is the academic performance of students after transfer. Although performance after transfer is dependent on a multitude of factors, including social and academic integration, costs, etc, most studies indicate that academic performance while in the community college is a strong predictor of performance after transfer. Regardless of other factors that influence performance after transfer, community colleges, which have access to the necessary data, should be interested in knowing how successful are their former students in meeting the academic requirements of the four-year institutions to which they transferred. This section presents the academic preferences after transfer in terms of major, match between the SBCC and UCSB majors and academic performance after transfer in terms of withdrawal during the first UCSB quarter, UCSB GPA at the end of the first quarter and cumulative, and average UCSB cumulative units attempted and completed.

As Table 12 indicates, students have diverse preferences for majors after transfer. The most popular are Business Economics and Pre-Business Economics; Communication and Pre-Communication; History; and Sociology and Pre-Sociology. Generally, students prefer "soft" majors in the areas of social sciences and humanities. About 70% of the students chose majors in these areas.

About 40% of the students chose a similar major at UCSB as they did while at SBCC. This percentage is fairly high considering that in the first two years of college students change their decisions frequently or some do not declare a major while at SBCC. The Fall 2000 cohort has the highest percentage in terms of major match – 44% (see Table 13).

Table 12. UCSB Major

UCSB Major	Fall 1998 cohort	Fall 1999 cohort	Fall 2000 cohort
Anthropology	10	21	10
Aquatic Biology	1	1	
Art History	4	5	4
Art Studio	18	9	9
Asian American Studies		1	
Asian Studies	2	1	1
Biochemistry	4	2	9
Biochemistry/Molecular Biology	2		
Biological Sciences	5	2	
Biopsychology	5	3	6
Black Studies	2	1	1
Business Economics	35	35	19
Cell and Developmental Biology	2		
Chemical Engineering	1	4	2
Chemistry	1	4	3
Chicano Studies	1	2	1
Communication	26	31	33
Comparative Literature	1		1
Computer Engineering			2
Computer Science	5	2	
Creative Studies	3	8	4
Dance		1	1
Dramatic Art	4	6	5
Economics	2	2	
Economics-Mathematics	2		
Education	6		
Electrical Engineering	8	4	4
English	19	20	19
Environmental Studies	11	13	12
Film Studies	14	9	18
Geography	13	12	5
Geological Sciences	1		2
Global Studies	5	4	12
Hispanic Languages and Literature		1	
History	20	22	21
History of Public Policy			1
Hydrologic Sciences			1
Italian Cultural Studies		1	
Latin American and Iberian Studies		1	
Law and Society	10	2	
Letters & Science Program (Undeclared)	6	13	4
Linguistics	4	1	2
Mathematical Sciences	3		
Mathematics	1	2	
Mechanical Engineering	2	6	4
Medieval Studies	1		
Microbiology	2		
Music	1	9	4
Pharmacology	3	1	

UCSB Major	Fall 1998 cohort	Fall 1999 cohort	Fall 2000 cohort
Philosophy	6	6	3
Physical Geography		3	1
Physics	3	2	5
Physiology	1		
Political Science	5	1	
Pre-Biology	13	10	17
Pre-Business Economics/Economics	9	23	43
Pre-Communication	9	10	29
Pre-Computer Science	4	8	6
Pre-Economics/Mathematics	1		1
Pre-Law and Society	3	6	13
Pre-Mathematics	3	2	4
Pre-Political Science	5	8	19
Pre-Psychology	9	14	21
Pre-Sociology	9	17	24
Psychology	17	10	10
Religious Studies		5	3
Sociology	21	21	9
Spanish	7	4	8
Statistical Science			1
Theatre		1	
Unknown	18		
Women's Studies	1	1	1
Zoology	3	2	
Total	413	416	438

Table 13. Match between SBCC and UCSB Majors

	Match between SBCC and UCSB Majors		Total
	N	%	
Fall 1998 cohort	163	39%	413
Fall 1999 cohort	155	37%	416
Fall 2000 cohort	191	44%	438

Of the students who transfer, 10% of the Fall 1998 and Fall 1999 cohorts, respectively and 6% of the Fall 2000 cohort, withdrew from the University the first quarter but enrolled in a subsequent quarter. Withdrawal during the first quarter could be due to a multitude of reasons. Regardless of the reasons, the literature on transfer suggests that transfer students who withdraw during the first term are at higher risk for not returning the next term. Since the data are not available to compare with the all first time transfers to UCSB, it is unclear whether these percentages are comparable to the general withdrawal behavior for the entire population. Again, the Fall 2000 cohort is in better standing than the two prior cohorts (see Table 14).

Table 14. Withdrawal the First Quarter at UCSB

	Withdrew the first quarter at UCSB (enrolled in a subsequent quarter)		Total
	N	%	
Fall 1998 cohort	41	10%	413
Fall 1999 cohort	40	10%	416
Fall 2000 cohort	26	6%	438

The three cohorts are similar in terms of average GPA after the first quarter and cumulative GPA as of Spring 2001 (see Table 15). Statistical tests showed that the differences between the three cohorts are not statistically significant (the results of One way ANOVA conducted to test the significance between the three cohorts of the mean first quarter and cumulative UCSB GPAs are presented in Appendices 1 and 2). For the Fall 1998 and 1999 cohorts, the average cumulative GPA is slightly higher than the average first quarter GPA which is an indication that some students undergo a period of adjustment during the first quarter and their performance improves in terms of grades in subsequent quarters.

Tables 16 and 17 confirm this observation. For the first two cohorts, the percentage of students with a cumulative GPA 2.00 or lower is 5% compared to 11% and 13%, respectively, for the first quarter GPA. The Fall 2000 cohort has not had enough time to improve their performance. Overall, the majority of SBCC students who transfer performs satisfactorily or well. About 42% perform well or very well, having a cumulative GPA of 3.01 or higher. About 30% perform satisfactorily, reaching a cumulative GPA between 2.51-3.00. About 23% perform poorly, reaching cumulative GPAs of 2.50 or less. Three years after their initial start at UCSB, 5% of the Fall 1998 cohort has withdrawn from all terms. For the Fall 1999 cohort the percentage is the same after two years.

Table 15. UCSB GPA

	UCSB GPA	
	Average GPA at the end of the first quarter at UCSB*	Average cumulative GPA as of Spring 2001 quarter**
Fall 1998 cohort	2.85	2.89
Fall 1999 cohort	2.89	2.91
Fall 2000 cohort	2.86	2.86

* Excludes students who enrolled but subsequently withdrew from all courses the first quarter (had a zero GPA at the end of the first quarter)

** Excludes students with zero cumulative GPAs due to withdrawal

Table 16. Distribution of UCSB GPA at the End of the First Quarter

Distribution of UCSB GPA at the End of the First Quarter			
Number	**Fall 1998 cohort**	**Fall 1999 cohort**	**Fall 2000 cohort**
Withdrew (GPA=0.00)	41	40	26
1.50 or lower	17	11	16
1.51-2.00	29	43	37
2.01-2.50	60	56	67
2.51-3.00	108	90	109
3.01-3.50	83	101	115
3.51or higher	75	75	68
Percent			
Withdrew (GPA=0.00)	10%	10%	6%
1.50 or lower	4%	3%	4%
1.51-2.00	7%	10%	8%
2.01-2.50	15%	13%	15%
2.51-3.00	26%	22%	25%
3.01-3.50	20%	24%	26%
3.51or higher	18%	18%	16%

Table 17. Distribution of UCSB Cumulative GPA as of Spring 2001 Quarter

Distribution of UCSB Cum GPA as of Spring 2001 Quarter			
Number	**Fall 1998 cohort**	**Fall 1999 cohort**	**Fall 2000 cohort**
Withdrew (GPA=0.00)	21	22	26
1.50 or lower	9	8	16
1.51-2.00	14	12	35
2.01-2.50	74	73	63
2.51-3.00	120	126	113
3.01-3.50	110	114	121
3.51or higher	65	61	64
Percent			
Withdrew (GPA=0.00)	5%	5%	6%
1.50 or lower	2%	2%	4%
1.51-2.00	3%	3%	8%
2.01-2.50	18%	18%	14%
2.51-3.00	29%	30%	26%
3.01-3.50	27%	27%	28%
3.51or higher	16%	15%	15%

Female students have higher GPAs than male students for all three cohorts and these differences are statistically significant (which means that these differences have not occurred by chance - see Table 18).

Table 18. Average GPA at the End of the First Quarter at UCSB by Gender

Average GPA at the end of the first quarter at UCSB*				
	Females	Males	Difference Statistically Significant	t-test
Fall 1998 cohort	2.99	2.69	Yes	t=3.99***
Fall 1999 cohort	2.97	2.82	Yes	t=2.06**
Fall 2000 cohort	2.95	2.76	Yes	t=2.90***

* Excludes students who enrolled but subsequently withdrew from all courses the first quarter (had a zero GPA at the end of the first quarter)
** Significant, $p<0.05$
*** Significant, $p<0.01$

Table 19 indicates the average first quarter GPA by ethnicity. Due to the small number of students within some of the ethnic groups (see Table 2), it is not meaningful to test whether these differences are indeed significant.

Table 19. Average GPA at the End of the First Quarter at UCSB by Ethnicity

	Average GPA at the end of the first quarter at UCSB*		
	Fall 1998 cohort	Fall 1999 cohort	Fall 2000 cohort
American Indian	3.51	2.49	3.09
Asian-American	2.64	2.87	2.84
Black	3.33	2.43	2.62
Filipino	3.49	3.23	3.04
Hispanic	2.68	2.63	2.93
Other Non-White	3.00	2.71	2.64
White (Non-Hispanic)	2.87	2.94	2.86
All	2.85	2.89	2.86

* Excludes students who enrolled but subsequently withdrew from all courses the first quarter (had a zero GPA at the end of the first quarter)

Generally, students progress fairly well in terms of average units attempted and completed (see Table 20). Most of the students undertake a full time load each term.

Table 20. Average Cumulative UCSB Units Attempted and Units Completed as of Spring 2001 Quarter*

	Average Units Attempted	Average Units Completed
Fall 1998 cohort	82.98	72.92
Fall 1999 cohort	55.02	49.36
Fall 2000 cohort	13.15	12.21

* Excludes students who withdrew from all quarters

The section on student academic preferences and performance after transfer highlighted several important trends. About 70% of the students pursue majors in "soft" areas related to social sciences and humanities. The UCSB major matches the SBCC major in about 40% of cases for each cohort, with the highest match occurring for the Fall 2000 cohort – 44%. After a 10% withdrawal rate the first quarter for the Fall 1998 and 1999 cohorts, the rate dropped to 6% for the Fall 2000 cohort. The three cohorts are very similar in terms of average GPA at the end of the first quarter and cumulative GPA as of Spring 2001. Generally, students perform satisfactorily or well. However, between 23%-26% of the students in each cohort have a cumulative GPA lower than 2.50. Thus, about 1 in 4 students encounters difficulties in terms of academic performance after transfer.

Correlations

A series of bivariate and partial correlations were calculated to determine the degree of association between various data elements (see Appendix 3). The bivariate correlations (each data element compared to each of the others without taking into account the intervening effect of any third element) indicate some expected important associations. As expected, the older the students, the higher the number of units completed at SBCC. Male students who transferred are slightly younger than the female students. The older the students, the higher the probability of the match between the SBCC and UCSB majors and the probability that the students had a transfer goal while at SBCC. Also, the older the students the more likely they were to have received a degree at SBCC before transfer and the higher the probability that they participated in EOPS while at SBCC. The students from local feeder high schools are less likely to be White.

As expected, there is a fairly strong positive association between the SBCC cumulative GPA and the UCSB first quarter GPA (the UCSB cumulative GPA was not included as it is strongly correlated with the first quarter GPA). White students are less likely to have participated in EOPS while at SBCC. They also have completed fewer units at SBCC than minority students. This finding is consistent with the correlation between economic status and ethnic group, with White students being less likely to have been economically disadvantaged and thus having a higher likelihood to afford the transfer to UCSB sooner. There is a positive correlation between having a goal of transfer while at SBCC and a match between the majors at UCSB and SBCC. This confirms that those who have set a transfer goal will also spend more time in defining the academic path they want to follow. While the goal is not 100% reliable as an indicator of all students' intentions and actions, it is a good indicator of some academic behaviors (i.e., choosing a major). These findings have implications for the counseling and Transfer Assistance Program. Helping students set a goal and defining what exactly they would like to do is probably one of the most important steps in ensuring their academic success. Added attention and advising should be given to young male students as they are more likely to encounter academic difficulties after transfer.

Predictions

Trying to predict the first quarter UCSB GPA reinforced the earlier findings (see Appendix 4). The following variables have been used as predictors (independent variables): the SBCC Cumulative Units Completed and GPA, gender, whether the student graduated from a local high school, whether the student withdrew the first quarter, whether the student had a transfer goal, the age, whether there was a match between the SBCC and UCSB goals, and whether the student received a degree/certificate while at SBCC. This model explained 65% of the variance in the first quarter GPA. Of all variables, after the withdrawal the first quarter, obviously, the SBCC Cumulative GPA is the strongest predictor. This expected finding emphasizes the importance of initiatives such as Student Success. The extent to which the students are successful academically while at SBCC determines to a large degree their success after transfer.

Trying to predict whether a student will withdraw during the first quarter was unsuccessful (see results of logistic regression in Appendix 4). The results are not surprising as the rich literature on attrition suggests that the reasons for attrition are multiple and intertwined making it difficult for any set of variables to predict well enough whether a student will decide to drop out.

Discussion and Implications for the College

Every semester, about 3,800 or more SBCC credit students – new, returning and continuing - indicate that they would like to transfer to UCSB. However, every Fall for the last three years less than 450 former SBCC students were actually accepted and enrolled at UCSB. Understanding the characteristics of the students who are successful in achieving their transfer goal and performing well after transfer is essential to targeting and refining the student success strategies that the college has initiated. This is the first study conducted at SBCC based on actual unitary information that matched information from the individual UCSB student record with information from the SBCC student system. We would like to acknowledge and thank the UCSB Registrar's Office for its cooperation in providing the files needed for this study. It is out intention to continue this collaboration with UCSB.

The findings of this study reinforce some known facts about transfer students while providing an accurate picture of some of the demographic and academic traits of former SBCC students who transferred to UCSB starting in Fall 1998, Fall 1999 and Fall 2000. Slightly more women transferred – 53% to 55%. The majority of students was White and 25 or younger. Less than 8% of the students participated in EOPS for at least one semester while at SBCC. To the extent that participation in EOPS is an indication of economic disadvantage, then it can be said that the overwhelming majority of the transfer students do not fall into this category. Less than a third of the UCSB transfers who were former SBCC students graduated from a local feeder high school. Most importantly, at least 70% of the students had a goal of transfer while at SBCC and they achieved their goal. For those who indicated a goal other than transfer, obviously, the outcome is positive but this is a clear indication that a certain number of students in every cohort will change their goals. Overall, the Fall 2000 cohort stands out: a higher percentage had a goal of transfer while at SBCC; the cohort left SBCC with higher GPAs; a higher percentage were from local feeder high schools; and a higher percentage had received a degree or certificate while at SBCC.

The section on student academic preferences and performance after transfer highlighted several important trends. About 70% of the students pursue majors in "soft" areas related to social sciences and humanities. The UCSB major matches the SBCC major in about 40% of cases for each cohort, with the highest match occurring for the Fall 2000 cohort – 44%. After a 10% withdrawal rate during the first quarter for the Fall 1998 and 1999 cohorts, the rate dropped to 6% for the Fall 2000 cohort. The three cohorts are very similar in terms of average GPA at the end of the first quarter and cumulative GPA as of Spring 2001. Generally, students perform satisfactorily or well. However, between 23%-26% of the students in each cohort have a cumulative UCSB GPA lower than 2.50. Thus, about 1 in 4 students encounters difficulties in terms of academic performance after transfer.

Regression analyses conducted to try to predict the UCSB first quarter GPA reinforced the fact that the SBCC cumulative GPA is the strongest predictor. Measures of association between pairs of variables highlighted some important aspects. As expected, the older the students, the higher the number of units completed at SBCC. Male students who transferred are slightly younger than the female students. The older the students, the higher the probability of a match between the SBCC and UCSB majors and the probability that the students had a transfer goal while at SBCC. Also, the older the students the more likely they were to have received a degree at SBCC before transfer and the higher the probability that they participated in EOPS while at SBCC. The students from local feeder high schools are less likely to be White.

As expected, there is a fairly strong positive association between the SBCC cumulative GPA and the UCSB first quarter GPA. White students are less likely to have participated in EOPS while at SBCC. They also have completed fewer units at SBCC than minority students. This finding is consistent with the correlation between economic status and ethnic group, with White students being less likely to have been economically

disadvantaged and thus having a higher likelihood to afford the transfer to UCSB sooner. There is a positive correlation between having a goal of transfer while at SBCC and a match between the majors at UCSB and SBCC.

The direct implications that could be derived from this study relate to many of the instructional and support services of the college. The findings indicate that our former students who transfer left SBCC with fairly high GPAs. However, those who left with lower GPAs encountered academic difficulties at UCSB. Achieving student academic success while at SBCC is the most important predictor and assurance for the students in terms of their performance after transfer. Although for about 30% of the students the goal was not reliable in terms of actual academic outcomes, for the overwhelming majority it was and it indicated that these students achieved their goal of transfer. In this context, the work of all student services but especially of the Counseling and Transfer Centers is essential in helping students define their goals and academic path, which will increase their chances of success.

Appendix 1. Test of significance across the three cohorts of the average UCSB GPA at the end of the first quarter

Oneway Anova

Descriptives

UCSB Quarter 1 GPA

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	372	2.8517	.7367	3.820E-02	2.7766	2.9269	.33	4.00
2	376	2.8944	.6868	3.542E-02	2.8248	2.9641	.57	4.00
3	412	2.8585	.6762	3.331E-02	2.7931	2.9240	.50	4.00
Total	1160	2.8680	.6992	2.053E-02	2.8277	2.9083	.33	4.00

Test of Homogeneity of Variances

UCSB Quarter 1 GPA

Levene Statistic	df1	df2	Sig.
.453	2	1157	.636

ANOVA

UCSB Quarter 1 GPA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.398	2	.199	.407	.666
Within Groups	566.194	1157	.489		
Total	566.592	1159			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: UCSB Quarter 1 GPA

Bonferroni

(I) COHORT	(J) COHORT	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	-4.2694E-02	5.116E-02	1.000	-.1653	7.995E-02
	3	-6.7964E-03	5.003E-02	1.000	-.1267	.1132
2	1	4.269E-02	5.116E-02	1.000	-7.9952E-02	.1653
	3	3.590E-02	4.989E-02	1.000	-8.3718E-02	.1555
3	1	6.796E-03	5.003E-02	1.000	-.1132	.1267
	2	-3.5898E-02	4.989E-02	1.000	-.1555	8.372E-02

Appendix 2. Test of significance across the three cohorts of the average UCSB Cumulative GPA as of Spring 2001 Quarter

Oneway Anova

Descriptives

UCSB Cum GPA

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	392	2.8854	.5992	3.027E-02	2.8259	2.9449	.33	4.00
2	394	2.9073	.5746	2.895E-02	2.8504	2.9642	.38	4.00
3	412	2.8612	.6677	3.290E-02	2.7966	2.9259	.50	4.00
Total	1198	2.8843	.6157	1.779E-02	2.8494	2.9192	.33	4.00

Test of Homogeneity of Variances

UCSB Cum GPA

Levene Statistic	df1	df2	Sig.
5.049	2	1195	.007

ANOVA

UCSB Cum GPA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.428	2	.214	.564	.569
Within Groups	453.382	1195	.379		
Total	453.810	1197			

Post Hoc Tests

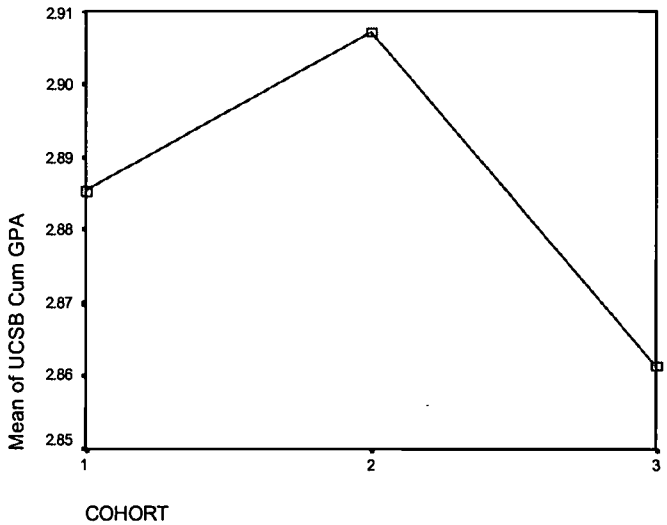
Multiple Comparisons

Dependent Variable: UCSB Cum GPA

Bonferroni

(I) COHORT	(J) COHORT	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	-2.1927E-02	4.394E-02	1.000	-.1273	8.341E-02
	3	2.414E-02	4.346E-02	1.000	-8.0043E-02	.1283
2	1	2.193E-02	4.394E-02	1.000	-8.3415E-02	.1273
	3	4.607E-02	4.340E-02	.866	-5.7980E-02	.1501
3	1	-2.4145E-02	4.346E-02	1.000	-.1283	8.004E-02
	2	-4.6072E-02	4.340E-02	.866	-.1501	5.798E-02

Means Plots



Appendix 3. Correlations

Correlations

			FEMALE	WHITE	Local high school (SB, DP, SM, Bishop, Carp	COHORT	Age Started UCSB	withdrew 1stquart	UCSB Quarte 1 GPA	Match between UCSB and SBCC majo	transfer goa	Received SBCC degree	SBCC Cum GPA	SBCC Cum UC	EOPS at SBCC
Kendall's tau	FEMALE	Correlation Coeffi	1.000	-.059*	.004	-.006	-.069*	-.004	.099*	-.031	-.073*	.095*	.088**	-.028	.095*
		Sig. (2-tailed)	.	.037	.900	.831	.005	.876	.000	.274	.010	.001	.000	.228	.001
		N	1264	1264	1264	1264	1264	1264	1264	1264	1264	1264	1264	1264	1264
	WHITE	Correlation Coeffi	-.059*	1.000	-.124*	.007	-.049*	.030	.014	-.012	.052	-.095*	.045*	-.102*	-.114*
		Sig. (2-tailed)	.037	.	.000	.779	.046	.292	.558	.679	.063	.001	.049	.000	.000
		N	1264	1264	1264	1264	1264	1264	1264	1264	1264	1264	1264	1264	1264
	Local high school (	Correlation Coeffi	.004	-.124*	1.000	-.005	-.093*	-.016	.032	-.061*	-.202*	.090*	.064**	.084*	.032
	DP, SM, Bishop, Ca	Sig. (2-tailed)	.900	.000	.	.841	.000	.561	.162	.030	.000	.001	.005	.000	.249
		N	1264	1264	1267	1267	1264	1267	1267	1267	1267	1267	1264	1264	1267
	COHORT	Correlation Coeffi	-.006	.007	-.005	1.000	-.002	-.056*	.019	.034	.051	.015	.028	.005	-.006
		Sig. (2-tailed)	.831	.779	.841	.	.933	.034	.379	.205	.054	.571	.195	.806	.818
		N	1264	1264	1267	1267	1264	1267	1267	1267	1267	1267	1264	1264	1267
	Age Started UCSB	Correlation Coeffi	-.069*	-.049*	-.093*	-.002	1.000	.021	.012	.145*	.137**	.216*	-.010	.316*	.161*
		Sig. (2-tailed)	.005	.046	.000	.933	.	.379	.562	.000	.000	.000	.612	.000	.000
		N	1264	1264	1264	1264	1264	1264	1264	1264	1264	1264	1264	1264	1264
	withdrew1stquart	Correlation Coeffi	-.004	.030	-.016	-.056*	.021	1.000	-.397*	-.046	.045	-.007	.009	-.044	.021
		Sig. (2-tailed)	.876	.292	.561	.034	.379	.	.000	.100	.109	.797	.699	.058	.451
		N	1264	1264	1267	1267	1264	1267	1267	1267	1267	1267	1264	1264	1267
	UCSB Quarter 1 GI	Correlation Coeffi	.099*	.014	.032	.019	.012	-.397*	1.000	.032	-.042	.008	.264**	.003	.004
		Sig. (2-tailed)	.000	.558	.162	.379	.562	.000	.	.173	.071	.733	.000	.889	.855
		N	1264	1264	1267	1267	1264	1267	1267	1267	1267	1267	1264	1264	1267
	Match between UC	Correlation Coeffi	-.031	-.012	-.061*	.034	.145*	-.046	.032	1.000	.160**	.044	.030	.104*	.022
	and SBCC major	Sig. (2-tailed)	.274	.679	.030	.205	.000	.100	.173	.	.000	.114	.191	.000	.424
		N	1264	1264	1267	1267	1264	1267	1267	1267	1267	1267	1264	1264	1267
	transfer goal	Correlation Coeffi	-.073*	.052	-.202*	.051	.137*	.045	-.042	.160*	1.000	.053	-.031	.152*	.039
		Sig. (2-tailed)	.010	.063	.000	.054	.000	.109	.071	.000	.	.058	.174	.000	.170
		N	1264	1264	1267	1267	1264	1267	1267	1267	1267	1267	1264	1264	1267
	Received SBCC de	Correlation Coeffi	.095*	-.095*	.090*	.015	.216*	-.007	.008	.044	.053	1.000	.047*	.372*	.149*
		Sig. (2-tailed)	.001	.001	.001	.571	.000	.797	.733	.114	.058	.	.042	.000	.000
		N	1264	1264	1267	1267	1264	1267	1267	1267	1267	1267	1264	1264	1267
	SBCC Cum GPA	Correlation Coeffi	.088*	.045*	.064*	.028	-.010	.009	.264*	.030	-.031	.047*	1.000	-.006	.011
		Sig. (2-tailed)	.000	.049	.005	.195	.612	.699	.000	.191	.174	.042	.	.760	.640
		N	1264	1264	1264	1264	1264	1264	1264	1264	1264	1264	1264	1264	1264
	SBCC Cum UC	Correlation Coeffi	-.028	-.102*	.084*	.005	.316*	-.044	.003	.104*	.152**	.372*	-.006	1.000	.156*
		Sig. (2-tailed)	.228	.000	.000	.806	.000	.058	.889	.000	.000	.000	.760	.	.000
		N	1264	1264	1264	1264	1264	1264	1264	1264	1264	1264	1264	1264	1264
	EOPS at SBCC	Correlation Coeffi	.095*	-.114*	.032	-.006	.161*	.021	.004	.022	.039	.149*	.011	.156*	1.000
		Sig. (2-tailed)	.001	.000	.249	.818	.000	.451	.855	.424	.170	.000	.640	.000	.
		N	1264	1264	1267	1267	1264	1267	1267	1267	1267	1267	1264	1264	1267

*.Correlation is significant at the .05 level (2-tailed).

**.Correlation is significant at the .01 level (2-tailed).

- - - P A R T I A L C O R R E L A T I O N C O E F F I C I E N T S - - -

Controlling for.. FEMALE WHITE COHORT WITHDREW EOPS

	LOCAL_HI	AGE	UCSBQPA1	MAJMATCH	TRANSFER	DEGREE
LOCAL_HI	1.0000	-.0618	.0372	-.0655	-.2017	.0770
	(0)	(1257)	(1257)	(1257)	(1257)	(1257)
	P= .	P= .028	P= .188	P= .020	P= .000	P= .006
AGE	-.0618	1.0000	.0741	.1339	.0825	.1888
	(1257)	(0)	(1257)	(1257)	(1257)	(1257)
	P= .028	P= .	P= .009	P= .000	P= .003	P= .000
UCSBQPA1	.0372	.0741	1.0000	.0303	-.0175	.0076
	(1257)	(1257)	(0)	(1257)	(1257)	(1257)
	P= .188	P= .009	P= .	P= .283	P= .535	P= .789
MAJMATCH	-.0655	.1339	.0303	1.0000	.1562	.0419
	(1257)	(1257)	(1257)	(0)	(1257)	(1257)
	P= .020	P= .000	P= .283	P= .	P= .000	P= .137
TRANSFER	-.2017	.0825	-.0175	.1562	1.0000	.0566
	(1257)	(1257)	(1257)	(1257)	(0)	(1257)
	P= .000	P= .003	P= .535	P= .000	P= .	P= .044
DEGREE	.0770	.1888	.0076	.0419	.0566	1.0000
	(1257)	(1257)	(1257)	(1257)	(1257)	(0)
	P= .006	P= .000	P= .789	P= .137	P= .044	P= .
SBCCUC	.0967	.3180	-.0100	.1221	.1853	.4491
	(1257)	(1257)	(1257)	(1257)	(1257)	(1257)
	P= .001	P= .000	P= .724	P= .000	P= .000	P= .000
SBCCGPA	.0816	.1300	.3478	.0437	-.0082	.0687
	(1257)	(1257)	(1257)	(1257)	(1257)	(1257)
	P= .004	P= .000	P= .000	P= .121	P= .773	P= .015

(Coefficient / (D.F.) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

- - - P A R T I A L C O R R E L A T I O N C O E F F I C I E N T S - - -

Controlling for.. FEMALE WHITE COHORT WITHDREW EOPS

	SBCCUC	SBCCGPA
LOCAL_HI	.0967	.0816
	(1257)	(1257)
	P= .001	P= .004
AGE	.3180	.1300
	(1257)	(1257)
	P= .000	P= .000
UCSBQPA1	-.0100	.3478
	(1257)	(1257)
	P= .724	P= .000

MAJMATCH	.1221	.0437
	(1257)	(1257)
	P= .000	P= .121
TRANSFER	.1853	-.0082
	(1257)	(1257)
	P= .000	P= .773
DEGREE	.4491	.0687
	(1257)	(1257)
	P= .000	P= .015
SBCCUC	1.0000	.0707
	(0)	(1257)
	P= .	P= .012
SBCCGPA	.0707	1.0000
	(1257)	(0)
	P= .012	P= .

(Coefficient / (D.F.) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Appendix 4. Regression Analyses

Regression – Predicting USCB First Quarter GPA

Dependent variable: UCSB First Quarter QPA

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.805[a]	.649	.645	.62

a. Predictors: (Constant), SBCC Cum UC, COHORT, FEMALE, Declared SBCC major, withdrew1stquart, SBCC Cum GPA, Local high school (SB, DP, SM, Bishop, Carp), WHITE, Declared UCSB major, transfer goal, Age Started UCSB, Received SBCC degree, Match between UCSB and SBCC major

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	1.283	.162		7.941	.000	.966	1.600		
	FEMALE	.151	.036	.072	4.241	.000	.081	.220	.967	1.035
	WHITE	.453E-02	.043	.030	1.753	.080	-.009	.158	.959	1.043
	Local high school (SB DP, SM, Bishop, Carp	.761E-02	.042	.007	.420	.674	-.065	.100	.886	1.128
	COHORT	.516E-03	.022	.001	.070	.944	-.041	.044	.979	1.021
	Age Started UCSB	.564E-03	.004	.027	1.499	.134	-.002	.013	.847	1.180
	withdrew1stquart	-2.880	.063	-.770	-45.622	.000	-3.004	-2.756	.987	1.013
	Match between UCSB and SBCC major	1.31E-02	.043	-.006	-.304	.761	-.098	.072	.677	1.478
	Declared UCSB majo	.910E-02	.103	.007	.381	.703	-.162	.240	.924	1.082
	Declared SBCC majo	.364E-02	.046	.032	1.586	.113	-.017	.165	.697	1.434
	transfer goal	9.47E-03	.042	-.004	-.226	.821	-.092	.073	.883	1.133
	Received SBCC degr	1.38E-02	.047	-.006	-.296	.768	-.105	.078	.760	1.316
	SBCC Cum GPA	.419	.033	.218	12.751	.000	.354	.483	.961	1.040
	SBCC Cum UC	9.55E-04	.001	-.030	-1.449	.148	-.002	.000	.665	1.505

a. Dependent Variable: UCSB Quarter 1 GPA

Regression – Predicting withdrawal the first quarter

Dependent variable: withdrawal the first quarter

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	721.055	.009	.022

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	8.415	8	.394

Contingency Table for Hosmer and Lemeshow Test

		withdrew1 stquart = 0		withdrew1 stquart = 1		Total
		Observed	Expected	Observed	Expected	
Step 1	1	121	120.639	5	5.361	126
	2	123	118.950	3	7.050	126
	3	114	117.802	12	8.198	126
	4	118	116.922	8	9.078	126
	5	116	115.972	10	10.028	126
	6	115	115.107	11	10.893	126
	7	113	114.280	13	11.720	126
	8	110	113.329	16	12.671	126
	9	109	111.751	17	14.249	126
	10	118	112.223	12	17.777	130

Classification Table

			Predicted withdrew1 stquart		Percentage Correct
	Observed		0	1	
Step 1	withdrew1 stquart	0	1157	0	100.0
		1	107	0	.0
	Overall Percentage				91.5

a The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1	AGE	.020	.020	1.057	1	.304	1.021
	SBCCGPA	.066	.190	.121	1	.728	1.068
	SBCCUC	-.008	.004	4.049	1	.044	.992
	FEMALE(1)	.042	.207	.041	1	.839	1.043
	WHITE(1)	-.180	.263	.470	1	.493	.835
	LOCAL_HI(1)	-.034	.253	.018	1	.893	.966
	MAJMATCH(1)	.386	.255	2.297	1	.130	1.472
	MAJ_UCSB(1)	.062	.557	.012	1	.911	1.064
	MAJ_SBCC(1)	.032	.255	.016	1	.899	1.033
	TRANSFER(1)	-.541	.269	4.034	1	.045	.582
	SBCC_DEG(1)	-.163	.276	.349	1	.554	.850
	Constant	-2.587	.842	9.434	1	.002	.075

a Variable(s) entered on step 1: AGE, SBCCGPA, SBCCUC, FEMALE, WHITE, LOCAL_HI, MAJMATCH, MAJ_UCSB, MAJ_SBCC, TRANSFER, SBCC_DEG.

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